**The Kindergarten Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Review numbers 1-3. Ask which number comes next. What do you know about four and five? (open-ended inferencing)  Pull up animation from Pearson Success Net; Watch lesson 4-3 using document camera. | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| Introduce vocabulary for four and five.  Use vocabulary cards to show the numbers and pictures they represent.  Spiral Review  Problem of the Day | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Use the student workbook. Pull out Lesson 4-3. Do whole class at the easel. Model first one. Randomly pull sticks to come up and do the next four problems while kids at the carpet do in the air. Turn and check your answer with your neighbor. Or use whiteboards to do written responses. | |

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| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
| Do additional activity in lesson book. Dot cards   * Need art paper cut in fourths, dot markers, crayon * Students fold paper in half. Represent four on one side by writing the number four and making four dots with markers * Represent five on other side by writing the number five and making five dots. |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) – during centers |
| Do practice sheet |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
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